

* * * Communication Result Report (Mar. 7. 2007 2:26PM) * * *

Far Header)

Date/Time: Mar. 7. 2007 2:23PM

File	No. Mode	Destination	Pg(s)	Not Sent
3318	Memory TX	819735996525	P. 13 OK	

Reason for error

E. 1) Hang up or line fail

E. 3) No answer

E. 5) Exceeded max. E-mail size

E. 2) Busy

E. 4) No facsimile connection

Lake Erie Educational Computer Association
 1885 Lake Avenue * Elyria, Ohio 44035
 Elyria (440) 324-3185, Lorain (440) 244-1659, Fax (440) 324-7355

FAX COVER SHEET

DATE: March 7
~~February 12, 2007~~

To: **Kelly Miller**
 Program Compliance

FAX NO.: **(973)599-6525**

FROM: **Linda Moore, District Services Rep.**
 Phone No. **(440)324-3185 x1169**
 FAX NO.: **(440)324-7355**
 Email: **lmoore@leeca.org**

PAGES: 13 including cover

MESSAGE: **If you have questions, please let me know.**
 Linda

Lake Erie Educational Computer Association
1885 Lake Avenue * Elyria, Ohio 44035
Elyria (440) 324-3185, Lorain (440) 244-1659, Fax (440) 324-7355

FAX COVER SHEET

DATE: *February 12, 2007*

TO: *Kelly Miller*
Program Compliance

FAX NO. : *(973)599-6525*

FROM: *Linda Moore, District Services Rep.*

Phone No. *(440)324-3185 x1169*

FAX NO. : *(440)324-7355*

Email: *lmoore@leeca.org*

PAGES: 13 *including cover*

MESSAGE: *If you have questions, please let me know.*
Linda



80 South Jefferson Road
Whippany, New Jersey 07981
Fax: 973-599-6525

Universal Service Administrative Company
Schools & Libraries

FAX TRANSMISSION COVER SHEET

To: Linda Moore
Fax: 14403247355
Subject: Appeal for Application #444012 (LAKE ERIE EDUCATIONAL COMPUTER
From: ProgCompliance
Date: March 07, 2007
Time: 2:06:20 PM

YOU SHOULD RECEIVE 2 PAGE(S), INCLUDING THIS COVER SHEET. IF YOU DO NOT
RECEIVE ALL THE PAGES, PLEASE CALL THE CONTACT SPECIFIED BELOW.

Ms. Moore,

In your appeal you state that you have a technology plan for years 2005-2008. You have included the first page of the technology plan but I will need all pages of the plan. Please fax the entire technology plan to my attention to the fax number below.

Thank you

Sincerely

Kelly Miller

Program Compliance

Privilege and Confidentiality Notice

The information in this telecopy is intended for the named recipients only. It may contain information that is privileged, confidential or otherwise protected from disclosure. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on the contents of this telecopied material is strictly prohibited. If you have received the telecopy in error, please notify us by telephone immediately and mail the original to us at the above address. Thank you.

Schools & Libraries Division

973-581-5115 (phone)

973-599-6525 (fax)

kmiller@solixinc.com

CATHOLIC CONFERENCE OF OHIO

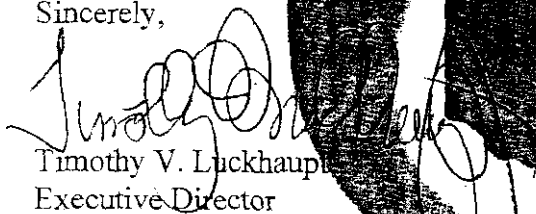
October 26, 2005

Mr. Daniel Brodnik
Director, Building & Grounds
Diocese of Cleveland
1404 East Ninth Street
Cleveland, OH 43114

Dear Dan,

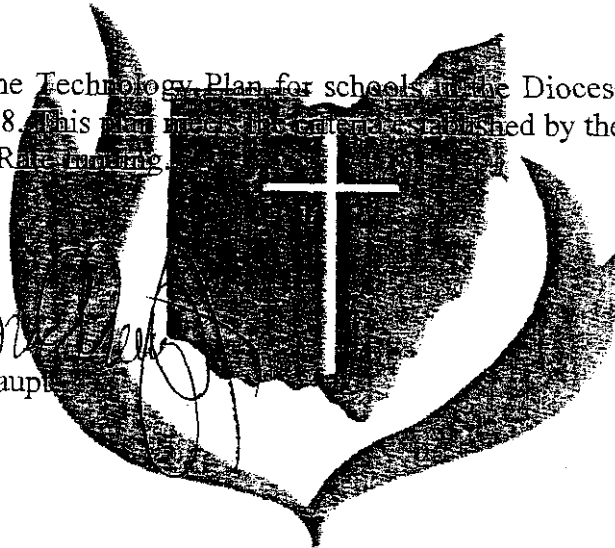
I have reviewed the Technology Plan for schools in the Diocese of Cleveland for the period 2005 to 2008. This plan meets the criteria established by the Schools and Libraries Corporation for E-Rate funding.

Sincerely,



Timothy V. Luckhaup
Executive Director

TVL:jp



Office of Catholic Education
Diocese of Cleveland

Technology Plan

2005-2008

Forward

Within the Catholic Diocese of Cleveland there are one hundred and twenty-nine (129) elementary schools (K-8) and twenty-three (23) high schools (8-12). These elementary schools have about forty thousand nine hundred (40,900) students and a professional staff of about two thousand seven hundred (2,700). The high schools in the Diocese of Cleveland have about fourteen thousand (14,000) students and about one thousand one hundred and twenty (1,120) professional staff. Approximately eight thousand three hundred (8,300) of these students come from families living at or below the national poverty standards.

An integral part of the efforts to restructure education is the integration of technology in modern curricular activities. Today's educators are called to prepare students to be successful in higher education and careers that utilize new technologies. The citizens of tomorrow will be required to use new skill sets including problem solving, decision making, collaboration, and creative thinking. The integration of technology into today's curriculum facilitates the development of these skills to promote technologically savvy students who will be able to communicate in the global world. Technology can significantly improve teaching and learning, as well as the institutions that support them. Schools planning to implement technology-based programs must begin by assessing their technological, curricular and professional development needs. By preparing strategic technology plans, schools will have the baseline information needed to implement a technology program that will incorporate curricular goals. The technology plan will also provide the framework for professional development, an essential component of reorganizing curricula to make better use of technology-based activities.

While there are a wide variety of reasons for using technology in the classroom, the curriculum must be the driving force behind implementing technology-related activities. Technology, as a tool, can promote the reorganization, structure and processing of data, skills required for success in the age of information. Technology also allows teachers to focus on enabling students to think abstractly, to collaborate with others and to seek out creative solutions. Students need to learn autonomously, to be able to analyze and synthesize information from a variety of sources. Technology provides a framework for this form of restructuring schools. Students will become more independent learners.

In conclusion, over the years efforts have been put forward to develop, disseminate and implement minimum competencies in technology relative to curriculum objectives. We have had great success introducing our schools to new technologies such as local area networks, server based software, e-mail, Internet access and other related hardware. Our future goals will be directed into the expansion of these technologies and other new technologies.

Mission Statement

In order to educate our students to meet the intellectual, social, and ethical challenges of living in a technological and global society, the Technology Department of the Office of Catholic Education will lead, assist and support schools in gaining access to and integrating educational technologies.

excerpted from National Congress for Catholic Education in the 21st Century

Goals

The Goals for Catholic Education in the Diocese of Cleveland emphasize the importance of Catholic Identity, Planning, Improvement of Student Learning, Technology, and Individual Professional Development and Leadership Training. We believe that technology is a vital means to assist those who carry out the educational ministry of the Diocese of Cleveland. Technology will be an integral part of the tools for learning in every school in the diocese.

Schools will continue to work with their technology committees to update their technology plans securing resources for the procurement and integration of new technologies.

Schools will investigate, experiment with and integrate forms of technology that promote increased and effective student learning.

Schools will align their technology efforts with the mission statement and competency outcomes as mentioned in the Minimum Competencies for Curriculum-Related Technology to assure appropriate skills development for students as they enter the 21st century.

Schools will provide ongoing staff development in appropriate use of technology and related issues.

Schools will pursue new and compelling uses of their local area networks as well as wide area network to further collaboration and communication between schools.

Needs Assessment

As individual schools use technology in their curriculum, emphasis must continue in determining the necessary hardware, software, training, and support improvements needed to facilitate this process. Such needs assessment should be conducted by a technology committee and should include input from students, teachers, administrators, parish staff, parents, and technology personnel. The focus of the needs assessment is to determine existing conditions, the potential for change, and the resources available to facilitate those changes. Consideration should be given to classroom design, lab or media center, network configurations, communications, projection devices, hardware, software, maintenance, security, and upgrades to existing equipment.

The Office of Catholic Education continues to evaluate and assess its support to schools in the development of technology through;

the coordination and collaboration with the Curriculum Department in preparing professional development opportunities designed to support newly published curricula, special grant programs, and requested training for new technologies;

technology coordinator meetings to provide a forum for professional dialogue and network opportunities amongst technology personnel in the Diocese of Cleveland;

support of a non-public school network, providing schools with the an infrastructure that will allow for a the future development of a Wide Area Network;

the establishment of a web site for Office of Catholic Education to assist in external communication and use of Internet to gather and disseminate information;

the promotion of courses through the Virtual Learning Community of Faith Formation at the University of Dayton to assist in the certification of religion teachers.

The members of the Educational Technology Department meet with administrators teachers and assist with the integration of new programs in daily curricular activities.

Objectives

Therefore, the Technology Department of the Office of Catholic Education will commit ourselves to:

Foster strategies that will contribute to the incorporation of technology planning processes by the schools in the Diocese of Cleveland;

Promote technology integration with the implementation of curriculum;

Incorporate technology-supported methodologies in teaching and learning

Technology is a tool which supports teaching and learning and assists with the implementation of the curriculum in all areas. The Technology Department of the Office of Catholic Education is committed to:

Articulate learner outcomes relative to use of technology to support and extend learning activities;

Identify technology standard for administrators that relate to national trends in educational technology;

Assist administrators and teachers in the implementation of integrated curriculum development that enhance and improve student learning;

Discuss models of integrated curriculum planning that are supported by technology rich environment and resources:

Develop and Provide subject specific inservices related to trends and advancements in the use of educational technologies;

Promote and Facilitate the development of local strategic technology plans;

Communicate relevant information from state and federal sources to principals;

Continue to Moderate on-line and off-line forums regarding facets of technology, education, and learning;

Continue to work to support interconnectivity between the schools and diocesan offices and the schools and each other.

The shift in the teaching and learning paradigm to include technology must also include opportunities for students to engage in activities that require them to think critically, creatively solve problems, and construct knowledge from a variety of sources. It is important that teachers learn to effectively use technology as a tool to facilitate learning. By selecting appropriate practices of using technology in teaching, educators can offer students a variety of learning experience and present material and information in unique and compelling manners. Using technology has been proven to improve student motivation for learning. Technology also decreases time spent on low level thinking skills, providing more time to focus on critical analysis, problem solving, and inquiry.

Students also experience a change in this process of integrating technology. New learning goals and perceived learner outcomes challenge the traditional role of the student. While teachers are called to prepare students for roles as problem solvers, critical thinkers, collaborative workers and decision-makers, students must also embrace these changes in the preparation of their projects and assignments. Students will be required to take on a more active role in their education, one that calls for them to assimilate basic knowledge and skills with new sources of information. These changes will nurture students to use inquiry, experiences, teachers, texts, and other resources to construct their own knowledge.

In September 1998 the Curriculum and Technology Departments of the Office of Catholic Education released the Minimum Competencies for Curriculum-Related Technology. These competencies were developed as learner outcomes at the primary, intermediate and junior high levels. It is designed to be integrated into all facets of the curriculum. Please refer to the Professional Development section of this technology plan for more details on inservices and plans for implementation of this document.

Professional Development

Technology continues to advance rapidly and its impact is becoming more apparent in the field of education. Much concern has been directed to financing new technologies and purchasing updated equipment. It is equally important that schools plan and budget for teacher professional development in the area of technology use and integration. The Office of Catholic Education has offered a variety of inservice opportunities for teachers in the use of technology for classroom instruction. Most typically these workshops are offered to support newly released Curriculum Guides as a way to demonstrate effective integration and implementation strategies.

Teacher training is strongly tied to improving student learning in all areas of education, no less in educational technology. The Office of Catholic Education has developed *Minimum Competencies for Curriculum-Related Technology* as learner outcomes for technology skills and applications in the Primary, Intermediate and Junior High Levels. These outcomes are integrated into all facets of the curriculum and the workshops sponsored by the Office of Catholic Education. It is in blending the technical components and operations with sound pedagogy and effective teaching practices that technology will improve student learning. The workshops and professional development offerings of the Office of Catholic Education are based on this belief. When a teacher is empowered with computer savvy skills and is made aware of the potential uses of technology to enhance learning, technology will impact student performance.

There have also been major endeavors to train teachers in the use of the Internet for educational projects and resources. One such program was the Alliance Plus Project, a five year Technology Challenge Grant through the U. S. Department of Education. The Office of Catholic Education worked in collaboration with Cleveland Municipal School District, East Cleveland City Schools, Polaris Career Center, and Cuyahoga Community College in this program that provides thirty hours of intensive training on the *Unique and Compelling* applications of the Internet in the classroom. The Office of Catholic Education trained over 120 teachers through this program in the Cleveland Catholic schools. The training was also made available to Catholic schools outside of Cleveland through the Polaris Career Center.

The Office of Catholic Education will occasionally lead schools through specific plans for using new technologies to improve education practices and policies. One such endeavor was the incorporation of Easy Grade Pro into the schools as a method of maintaining student grades and performance information. The Office of Catholic Education will continue to support this project as schools begin to use Easy Grade Pro to produce student progress reports and report cards. Other new practices that the Office of Catholic Education will support include the use of diocesan email accounts for all schools as a mode of communication between the central office and schools, and between administrators in all schools with one another. Training for new administrators

in the use of the school email will continued to be offered through the Office of Catholic Education.

Professional development opportunities for teachers should also be incorporated in the Individual Professional Development Plans. These plans should be in alignment with the school's operational plan, which flows from the District Plan for the Office of Catholic Education. The professional development offerings from the Office of Catholic Education support the professional growth of all teachers in the area of educational technology and curriculum planning. This includes all realms of the education field and encompasses workshops for administrators, teachers, **computer/technology** coordinators, school secretaries, and building maintenance personnel. Technology is not limited to the computer lab and its impact on the school environment continues to grow. The efforts of the Office of Catholic Education will support the integration and implementation of technology programs in the whole school community.

Budget

The funds supporting the technology efforts of the Office of Catholic Education come from a variety of sources. The Technology Department is directly funded by the Catholic Diocese of Cleveland to provide leadership, assistance and support to all schools in the Diocese in the area of technology. Additional funds are appropriated from the Ohio Department of Education, Federal Erate Funding, Private Donors, and individual school assessments. While each year the OCE looks to new sources of funding, the budget reflected below represents only those funds currently available.

Category	2005/2006	2007/2008	2008/2009
Sponsored Workshops	\$ 20,000	\$ 22,000	\$ 24,000
Wide Area Network & Internet Access Initiative	\$ 900,000	\$1,000,000	\$ 1,100,000
Intranet File Server	\$ 15,000	\$ 1,000	\$ 1,000
School E-mail Accounts	\$ 5,400	\$ 5,400	\$ 5,400
Internet Filtering	\$ 25,000	\$ 25,000	\$ 25,000

Evaluation

Evaluation and change are essential to the technology planning process. Technology plans by their very nature must be living and constantly evaluated documents. While a good technology plan must look to the future it must also continually evaluate current conditions and changes. New technologies are always entering the market so good planning requires both awareness and willingness to adapt.. For this reason, ongoing evaluation must be part of the planning process.

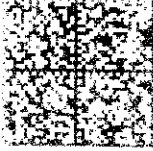
Information and input from the community affected by the technology plan is essential to the evaluation process. **As** the OCE strives to lead and assist the school of their diocese in the area of technology, it continues to develop the tools and processes for obtaining this information. The Techno'logy Department will continue to sponsor diocesan wide and local area meeting for administrators and school technology personnel. These meetings focus on what's working and what's not; what's new and what's next; and why. In addition to these meetings an Educational Technology Advisory Group continues to meet to prepare for these meetings and evaluate their outcomes.

The OCE will also continue its use of surveys as a means of data collection and evaluation. The OCE not only distributes and assesses its surveys but it also reviews annually submitted information for federal, state and local technology programs.

The Curriculum and Technology Departments will continue to implement and evaluate the Minimum Competencies for Curriculum-Related Technology. Assessment will include a comprehensive study of the current learner outcomes, national standards for students, and new technologies available for education in the 21st century. Curriculum development and planning in all subject areas will also be evaluated for methods of integrating technology and identifying specific learning activities that utilize technology. This evaluation process will also identify necessary revisions and additions to the professional development offerings highlighting technological skills.

**Lake Erie Educational
Computer Association**

• Elyria, Ohio 44035



\$02 07

TOP: 2001

RECEIVED & INSPECTED
APR 23 2007

FCC-MAIL ROOM

LAKE ERIE EDUCATIONAL COMPUTER ASSOCIATION
1885 LAKE AVENUE
ELYRIA, OH 44035
(440) 324-5777

TO: *Marlene H. Dorte, Secretary*
FCC
Office of the Secretary
445 12th Street, SW
Washington, DC 20554

RECEIVED & INSPECTED
APR 23 2007

FCC-MAIL ROOM